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ABSTRACT

Both humanity and nature have suffered greatly from human insensitivity. Not only are the natural resources of the earth being depleted and its air, land, and water polluted, the financial resources of humanity are being wasted on destructive expenditures. The "Our Only Earth" series is an integrated science, language arts, and social studies problem-solving program for grades 4-12 that addresses six different global issues. The units are designed to provide students with knowledge and skills to address these major global issues actively. The unit presented in this document addresses the problems associated with the global effects of a contemporary war. This document includes information to assist teachers in organizing and directing students in their activities. This teacher's guide includes a unit overview, instructions on how to collect information through letter writing (including addresses for appropriate organizations), three classroom activities, a set of fact cards, instructions for a scavenger hunt, instructions for a geography activity, instructions for research and independent study, and materials for a youth summit on global war. Additional materials included in this packet are a discussion and chart of instructional techniques and thinking skills used in the unit, a glossary of terms and a bibliography of 55 books, articles, other resources, and games on global war. (CW)

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OUR ONLY EARTH SERIES

War: The Global Battlefield

A CURRICULUM FOR
GLOBAL PROBLEM SOLVING.
ONE OF A SERIES.

ZEPHYR PRESS

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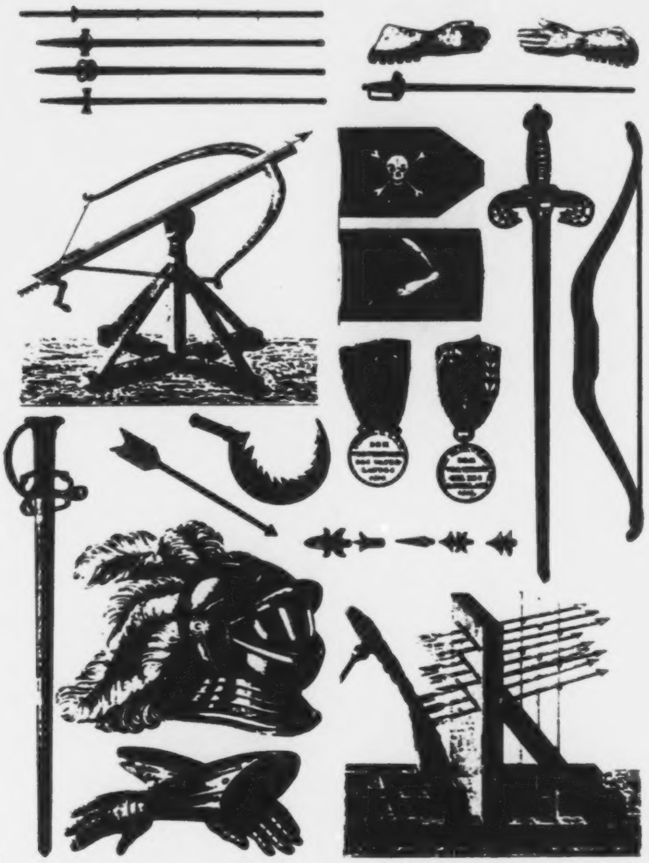
OUR ONLY EARTH SERIES

A CURRICULUM FOR GLOBAL PROBLEM SOLVING

War: The Global Battlefield



An integrated curriculum that explores real life issues, culminating with a SUMMIT where students seek solutions to global problems and create action plans. This versatile program is ideal for grades 4th–12th, or as a format for community and regional forums.

Our Troubled Skies

The Future of Our Tropical Rainforests

Our Divided World: Poverty, Hunger & Overpopulation

War: The Global Battlefield

Endangered Species: Their Struggle to Survive

The Ocean Crisis

By LINDA MacRAE-CAMPBELL and MICKI McKISSON

OUR ONLY EARTH

A CURRICULUM FOR GLOBAL PROBLEM SOLVING

War: The Global Battlefield

- One in a Series of Six Non-Sequential Units
- For Grades 4-12 • Small or Large Groups
- One Month to One Year Course of Study
- Each Unit Follows the Same Format

Our Troubled Skies
The Future of Our Tropical Rainforests
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Endangered Species: Their Struggle to Survive
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The Ocean Crisis

Zephyr Press • Tucson, Arizona

By LINDA MacRAE-CAMPBELL and MICKI McKISSON

"The unleashed power of the atom has changed
everything except our way of thinking . . . . . .
we need essentially a new way of thinking if
mankind is to survive." **Albert Einstein**

"There shall be peace on earth but not until
All children daily eat their fill
Go warmly clad against the winter wind
And learn their lessons with a tranquil mind
And thus released from hunger, fear and need
Regardless of their color, race or creed
Look upward smiling to the skies
Their faith in life
Reflected in their eyes."
United Nations Women's Guild

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We especially appreciate the support and encouragement of our families and friends throughout the creation of these materials. We also want to acknowledge the efforts of people around the world who are seeking ways to appropriately care for humanity and for our only Earth.

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Note: Every *teacher information* section gives an explanation to the corresponding reproducible student activity.

Our Only Earth Series

The Chinese ideograph for the word *crisis* is made up of two words: danger and opportunity. Currently, there are many threatening global issues and diverse opinions as to how to address them. For example, Noel Brown, director of the United Nations Environmental Program, urges immediate action, stating that the earth has approximately 4000 days before it is irreparably polluted. Another view, held by physicist and author F. David Peat, states that individuals need to learn to think systemically and reflectively before taking action.

It should be noted that the intent of the *Our Only Earth* materials is to provide students with knowledge and skills to actively address major global issues. We feel that exciting opportunities exist for resolving pressing social and environmental problems when students are educated about real-life issues, have the tools to address them, and have the desire to act to improve the lives of others and the health of the planet.

Humanity and the environment have suffered greatly from our own insensitivity. To insure our survival and the survival of all forms of life, it is necessary to establish an ethical relationship with others and the planet we share.

Our Only Earth is an integrated science, language arts, and social studies problem-solving program consisting of eight classroom activities. Each of the units in the series follows the same format. These activities can extend from one month of study to an on-going year-long process. Students enthusiastically embrace the lessons because the instructional strategies are so varied and appeal to learners of all ages and types.

Students enjoy the *Our Only Earth* series also because real-life issues are addressed and solutions proposed. This program provides information which is aimed at strengthening students' skills, enabling them to contribute positively to their world.

Introduction

Both humanity and Mother Earth have suffered greatly from human insensitivity. Not only are we rapidly depleting the planet's resources and polluting its air, land, and water, we also waste our financial resources on destructive expenditures. Current global trends reveal the unhealthiness of our planet and our priorities:

- According to Dr. Norman Myers, one species a day is becoming extinct. This rate is expected to accelerate to one species every 15 minutes by the year 2000.
- Myers also states that every year 40 million people die from starvation and hunger-related diseases, half of them children. This is equivalent to more than 300 jumbo jet crashes every day.
- Tropical rain forests comprise only 8% of the earth's surface but contain 40% to 50% of all known species of life. Tropical forests play an important role in regulating global climate and provide an abundance of resources to all of humanity. Yet, according to Walter Corson, if present trends continue, most of the world's tropical forests will be gone by the year 2000.
- Scientists predict that various forms of air pollution may cause global temperatures to rise, the oceans to expand and flood coastal lowlands, interrupting natural food chains, and cause widespread skin cancer among humans.
- According to Lester Brown, in 1988 the world spent more than $100 million each hour on global military expenditures.
- A 1988 article in *Nature Scope* explains that every year fourteen billion pounds of trash are dumped into the oceans. Oil spills, industrial waste, agricultural chemicals, and human pollution relentlessly choke our oceans and marine life.

These statistics are frightening and depressing. When we first began to develop this global education program, we were shocked at the dilapidating state of our planet. We grew apprehensive over the increasing potential for devastation were these problems allowed to escalate. All in all, the prospects seemed dim. Yet, in watching students tackle these monumental global issues—overwhelming to us—our hope was restored. Students, fourth through twelfth grade, once acquainted with this program, developed solid action plans addressing the major global challenges of today.

A few of the students' recent solutions include:

- creating an Animal Congress for animal rights.
- drafting the *Youth Declaration for the Future* which requests that governmental priority be given to global issues
- writing letters protesting deforestation
- adopting a humpback whale
- developing church, school, and community forums
- writing letters to newspapers about global concerns
- picking up litter at parks and beaches

Our fears were quelled by hope as students grew confident in their ability to make a difference in their world, for their world. A seventh grade girl named Emma Wilson stated:

> *"These problems have been left to us. We are the ones who will make a difference. We are the future and we do care."*

Your students will also gain knowledge about a particular area of global concern; they will learn a problem-solving process that addresses an issue of great magnitude and ideally, they will be roused to action. The legacy of a polluted environment with crippling social problems will be inherited by our students, who, with help from the *Our Only Earth* series, will gain the knowledge, skills, and hopefully, the desire to appropriately care for our Earth. All kingdoms of life will benefit.

Note: Sources for the facts mentioned on the previous page can be found in the bibliography.

Various Instructional Techniques

Not only are the global topics timely and important, but they will incite enthusiasm in your students. The activities, developed by award-winning teachers and field-tested by elementary and secondary students, are first and foremost FUN! Students will enjoy the dynamic and varied learning activities. You, as the instructor, will appreciate the care and thoroughness that went into the preparation of these lessons for use in your classroom.

A variety of instructional strategies are used in classroom activities in order to appeal to all types of learners. Several concrete and experiential learning processes engage the bodies, minds, and feelings of students. Kinesthetic, visual, and auditory functions are stimulated to maximize the learning potential of each student. The lessons provide opportunities for them to work independently as well as cooperatively in small and large groups. Critical and creative thinking skills are incorporated into the activities to engage students in higher levels of thinking. A creative problem-solving stategy is implemented to help students approach the issues at hand. The chart on the following page depicts the variety of instructional strategies and higher level thinking skills which are included in *Our Only Earth* activities.

INSTRUCTIONAL STRATEGIES & THINKING SKILLS IN *OUR ONLY EARTH*

	Overview	Letter Writing	Classroom Activities	Accelerated, Cooperative Learning: Nothing but the Facts	Scavenger Hunt	Where in the World Map Activity	Self-Directed Learning	Global Problem Solving: The Summit
Learning-to-Learn Skills	X	X			X	X	X	X
Memory Skills	X			X				X
Kinesthetic Activites			X	X	X		X	X
Visual Activities	X		X	X	X	X	X	X
Creative Thinking Skills	X		X	X	X		X	X
Critical Thinking Skills	X	X	X	X	X	X	X	X
Problem Solving		X		X	X	X	X	X
Cooperative Learning	X			X	X	X		X
Research Skills	X	X	X	X	X	X	X	X
Communication Skills	X	X		X	X	X	X	X
Engaging Feelings	X		X					X

In addition to a variety of instructional strategies, the enclosed lessons also provide an integrated learning experience which incorporates science, language arts, social studies, and thinking skills. The following chart shows the integration between subject matter and lessons and activities of *Our Only Earth:*

- SCIENCE
  - Overview
  - Classroom Activities
  - Fact Cards
  - Scavenger Hunt
  - Research
- LANGUAGE ARTS
  - Overview
  - Letter Writing
  - Scavenger Hunt
  - Research
  - Independent Study Contract
- SOCIAL STUDIES
  - Overview
  - Classroom Activities
  - Fact Cards
  - Scavenger Hunt
  - Research
  - Map Activity
- THINKING SKILLS
  - Overview
  - Scavenger Hunt
  - Research
  - Youth Summit—all processes

The Sequence of Our Only Earth

Our Only Earth has been carefully structured for both the student and the teacher. Study of the global problem begins with a brief survey, followed by in-depth information and independent research, culminating with a problem-solving process where students conduct their own Youth Summit. At the Summit, the students search for solutions and create action plans to approach the global issues.

In the Teacher's Guide, you'll note explanations for each student activity. The lessons in *Our Only Earth* are intended to be used as guidelines. Your creativity is encouraged, so please use these materials as a springboard for developing your own classroom activities.

The Overview

The students begin with an Overview of the issue. The Overview serves as a quick appraisal of the global issue and discloses important facts as to WHY this topic is worthy of study. Since the Overview shares poignant information, the students often become emotionally engaged in the topic. If students feel overwhelmed or fearful, as we initially did, reinforce the point of studying this issue—to improve environmental or social conditions. To do this, it is necessary to be informed.

Letter Writing

Next, students will write letters to organizations requesting information about the particular global problem at hand. This activity serves two main purposes: to introduce students to formal letter writing, and to provide them with up-to-date information on the topic.

Classroom Activities

Students, as a class, will then have hands-on experience to personally explore aspects of the global issue. Because of the experiential nature of these activities, the students should be motivated to study further for the next activity.

Nothing But The Facts!

This is a cooperative and accelerated learning activity that teaches facts and information about global problems. Students are divided into small groups. Everyone receives a fact card and teaches the three facts on the card to their group. Next, the group prepares a dynamic mini-presentation to teach their facts to the whole class. When this lesson is complete, the students will have learned a wealth of information about their global challenge.

Scavenger Hunt

Prepare for your students to go wild with excitement over this activity! The students will be gathering additional information on their topic through a scavenger hunt method. Again, the students will work in small groups and then share the data they have gathered with the whole class.

Where In The World.........?

This is an enjoyable map activity. Students locate acute problem spots on a world map, pinpoint the coordinates, and identify the regional areas involved.

Research and Independent Study Contract

Now that your students have gathered an abundance of information, they are ready to identify one aspect of the problem and pursue it through independent research. To help facilitate this individualized research, each student will complete a contract. You will then be able to log each student's progress, as well as help your class move towards the most valuable type of educational experience—self-directed learning.

The Youth Summit

Here the students will actively meet in groups to share what they have learned, to decide upon a specific problem they want to solve, and to create a plan of action. This problem-solving process is the highlight of the entire unit. At the Summit, students are asked to make positive contributions to the world. Activating the students' plans may, for some, take a short period of time, or in other cases, depending on the particular commitment, may take longer.

As your students progress through *Our Only Earth,* you will undoubtedly notice many significant attitude changes. They grow aware of the delicate global environment we live in. They develop a sense of responsibility towards others. Often there is a commitment to become a caretaker for the planet. Here is what some students have to say after participating in *Our Only Earth* Programs:

"We are the ones doing this to ourselves and we can learn to stop."
Sue Ann Martin, age 11

"I learned that I am not the only one out there who cares and that I have something to do for this polluted but wonderful world."
Misty Vichitnand, age 12

"After studying these problems, I learned to be more caring for the world. I see that we can be world changers."
Jason Schmidt, age 9

Note: As you photocopy activities for your students, remember that copier paper can be recycled too!

1 The Overview

Suggested Activities for the Global Issue Overview

(approximate time: 1 hour)

The Overview contains interesting information on your global challenge and will ready students for more in-depth information. The intent of the Overview is to provide your class with a quick survey of the main issues while piquing their curiosity and their desire to learn more.

One way to introduce students to the Overview is to first have them quickly brainstorm what they already know about the topic. They can do this individually or as a group. You may want to list or chart their information on the blackboard. Another option would be to list the information on an overhead sheet or on a piece of butcher paper so that students can refer back to their original suggestions and then add new information when needed.

Copies of the Overview are distributed after the discussion. Suggest your class read silently through the material once to pick up general information. For the second reading, have students note at least three facts that are particularly interesting to them. Ask the students to prepare to teach these three facts to a small group of students or to the whole class. Suggest they make visuals, a riddle, or a short poem to help teach the others. Give the students about fifteen minutes to prepare.

After the students have shared their three facts, ask the class for additional questions they might have about the global issue. You may want to suggest they consider questions asking **who, what, where, when, why and how.** As the students begin to share their questions, you may want to list them on the board or on a piece of butcher paper for future reference. Later, as the students progress through their studies, they may want to note answers they have found to their questions.

Overview Information on War

Since the dawn of history, people have used fighting as an attempt to resolve conflict. Individuals have fought each other, families have fought against families, tribes against tribes, religious groups against other religious groups and nations against nations. To understand why wars happen when most people desire to live in peace, it is necessary to consider the causes of war.

In modern times, a nation will usually not go to war for a single reason. There are often many causes leading to violent conflict. Some of the most common reasons for engaging in war include the motivation to:

gain wealth
gain access to resources
impose a set of religious or political beliefs upon another
increase security
compete for influence and control around the world

Wars have caused and continue to cause great suffering and hardship. In addition to military deaths, many non-military people are killed and many others become refugees, often existing in abject poverty. Wars, however, do more than kill, maim and displace people. Nations' economic resources become depleted by the pouring of money into military programs and the withholding of funds for health and social programs. Human creativity and talent is often used for war issues instead of resolving other pressing concerns. War also generates widespread fear among civilians and military alike. Some who have fought and killed others during war time, suffer psychologically for the rest of their lives.

The nature of warfare has changed during the last three centuries. From 1700 to 1945, war resulted from the direct conflicts between the major powers and was located in Europe. Since 1945, all wars have been fought in Third World nations, often with behind-the-scenes involvement of the superpowers. The superpowers have not confronted each other since 1945, probably because of the threat of nuclear weaponry.

When the United States dropped the atom bomb on Hiroshima, Japan in 1945, the world learned that wars could be quick and incredibly destructive, killing millions within a few hours, and later, killing and maiming millions from radioactive fallout. Because of their distrust of each other, the Soviet Union and the United States began stockpiling nuclear weapons in an attempt to guarantee their own national security and to prove their strength and power. The countries of the world today have the ability to create over one million Hiroshimas. Humankind has the capacity to actually destroy itself and the planet as well.

Many potential alternatives to war are being suggested by individuals, organizations and governments from around the world. Some of these suggestions include strengthening the role of the United Nations as a global peacekeeping force, establishing and enforcing treaties that limit the amount of weapons being made while decreasing current stockpiles, converting military resources for civilian use to improve the environment, health, living standards, etc. What is ultimately needed, however, is for human beings all over the world to develop new ways of responding to conflict. We need to develop new tools for resolving our differences and new ways of thinking that include a world at peace.

2 Letter Writing

Writing to Organizations for Information

(approximate time: 1 hour)

In order to gather current information on the global challenge, you will want to initiate a letter-writing activity to various organizations at the beginning of the unit. It often takes four to six weeks to receive information. However, the wait is well worth it, as the materials will provide relevant and up-to-date information. For a quicker response, depending upon your locality, you can also call organizations and ask them to send information.

To introduce this letter-writing activity, ask the class to consider questions they have about the issue at hand. Explain that writing letters to public and private organizations is an effective way of gathering information on a topic where data is continually changing.

Begin by providing students with copies of "Organizations to Write to for Information." Brainstorm with them about what elements to include in a letter that requests information. Assign groups, pairs, or individual students to contact an organization. You may want to suggest that they create an outline before writing. It's important for students to be specific in their requests for materials. Depending upon the age and ability level of your students, you may wish to format a sample letter.

Expect an abundance of information from these organizations.

Organizations to Write to for Information on War

CENTER FOR DEFENSE INFORMATION
1500 Massachusetts Avenue, N.W.
Washington, DC 20005
(202) 862-0700

COUNCIL FOR A LIVEABLE WORLD
20 Park Plaza
Boston, MA 02116
(617) 542-2282

GLOBAL TOMORROW COALITION
1325 G Street N.W., Suite 915
Washington, DC 20005-3104
(202) 628-4016

EDUCATORS FOR SOCIAL RESPONSIBILITY
23 Garden Street
Cambridge, MA 02138
(617) 492-1764

BEYOND WAR FOUNDATION
222 High Street
Palo Alto, CA 94301
(415) 328-7756

Note: Because these organizations may move before our annual Spring update, please see the *Encyclopedia of Associations* for the most current addresses.

3 Classroom Activities:

Understanding the Global Issue of War

In order to help your students understand the global issue of war, you may want to do one or more of the following activities with your class.

1. Who Is At War?

Materials needed:

- three large world maps
- current magazines of several varieties
- current newspapers
- guides to radio and television programming

Divide your class into three groups. Give each group one world map. Assign each group to one of the following geographic locations:

- Africa
- Asia
- Central and South America and/or
- any other global location that is appropriate

Have each student group use current newspapers, magazines and radio and television programs to identify war and violent conflict in their assigned location. This research can be conducted for one week and done either during class time or as homework. As students do their research, they should be able to answer the following questions:

- Where is fighting occurring? Locate this on the world map.
- Who is fighting?
- What are the issues involved in the dispute?
- Who is suffering from the violence?
- What kind of damage is resulting from the dispute?
- Is there superpower involvement?
- Is the United Nations involved?
- What are student suggestions for a peaceful resolution of the conflict?

After the students have researched violent disputes in their assigned region for one week, they should pool their information together in their small group, track the conflicts on their world map, and then prepare a television newscast featuring student reporters from various cities. Each will give a three minute "newscast" about a violent conflict. This activity will provide students with a quick overview of the extent of violent conflict in the world and the issues involved.

2. One Cause of War: Differing Perspectives

Gather about five or six newspaper or magazine articles that discuss violent conflict. Break students into small groups of four to six students each and proceed through the following steps:

1. Give each group one article. One student from each group should read the article out loud to his group.

2. Another person in the group summarizes the article after it has been read.

3. A third student then reviews what the major conflict is and identifies who is at war.

4. Students will determine the differing roles depicted and then assign them to students to role play as they are expressed in the article.

5. While role playing the differing perspectives, each must state their beliefs and assumptions. The role play can extend from 10 to 30 minutes.

6. The small groups next discuss their role plays and their reactions to it. Did some have to represent points of view they do not personally hold? Were any new insights gained into the positions of those

involved in the conflict? Are there other ways to resolve the conflict than through the use of violence?

7. After the groups have had an opportunity to ponder their role play, a class discussion can be held reviewing the experiences and reactions of each group. Students can suggest ways to resolve their group's conflicts through peaceful means.

3. Resolving Conflict Peacefully

Below, you will find a description of a conflict resolution strategy that strives for a non-violent, win/win solution to conflict. To teach your students the process, have them first brainstorm a real life conflict that exists at school or in their community. Ask for two students to volunteer to work through the steps of the following conflict resolution process in front of the class. Using the conflict identified by the class, have each student represent one side of the issue.

Conflict Resolution Process

1. Describe the problem in a way that both feel is an adequate description.
2. Each person states how he or she feels about the problem using I statements such as, *I feel strongly that* . . .
3. Each person states the problem as the other sees it.
4. Each person states that he is willing to do something about the problem.
5. Solutions are brainstormed by both people together.
6. A solution is chosen that satisfies both, thus achieving a win/win agreement.
7. Details are discussed about how and when to implement the solution.
8. A time is determined to review and reflect on the implementation of the solution.

After the volunteers have worked through the conflict resolution process, have them discuss their experience. Ask the class for their comments as well. You may also want to inquire when such a process might not work, and what would be the necessary conditions to initiate a resolution effort. You may also want to suggest that students individually reflect on a situation in their lives when such a strategy might be beneficial.

4 Fact Cards

Cooperative Learning With Fact Cards

On the following pages you will find fact cards about your global issue. What follows is a description of a cooperative learning activity that will, in one or two hours, introduce your students to a number of facts. Not only will the students cooperatively learn from each other, they will be exposed to a vast amount of material from this activity.

You will note that there are four categories of fact cards, each category with a total of eight cards, 32 in all. Divide your class into four groups of approximately eight students in each, or if you'd rather, divide them into approximately eight groups of four students each. Each group is then assigned one of the four categories to study.

After the categories are assigned and the student groups are physically arranged, each group then receives cards from one of the four categories. Each student takes one card which contains three facts. Students are then responsible for completing the following activities:

- Read the three facts on the cards. (approx. 5 minutes)
- Teach group members their three facts. (approx. 5-10 minutes)
- Learn the facts from the other group members. (approx. 5-10 minutes)
- Decide, as a group, on 8-14 facts to teach the rest of the class by preparing a class presentation. (approx. 20-30 minutes)
- Teach the group's facts to the other groups in the classroom so that all may learn from each other. (approx. 30-60 minutes)

When the students are teaching their facts to their own group and then to the rest of the class, they should be encouraged to be creative and interesting in their instruction. Inform the students that they can teach with the following methods:

- visuals, charts, diagrams
- poems, songs, or stories
- role play, games, or skits
- question-and-answer or riddle formats
- charades
- invent their own creative teaching strategies

Suggest to the students that they teach in ways that enable others to really learn the information, not just listen and forget!

When students are placed into their groups, some may wish to study another category. You can explain that when the activity is completed, everyone in the class will have learned about ALL of the topics. So even if they don't have their first choice, they will still have an opportunity to learn what interests them.

Age and Class Size Adjustment

It is easy to adjust the fact-card activity to fit a variety of age groups as well as a larger or smaller number of students. For fourth- through sixth-grade students, you may want to have them learn only one or two facts per card, then each group could teach fewer facts to the entire class. If you have fewer than 32 students, ask for volunteers who are willing to learn more than one card.

Evaluation of the Activity

Evaluation can occur in a variety of ways throughout this activity. Observing how students teach one another will indicate what was learned individually. Having the students list, draw, or reenact what they gleaned from their classmates will also demonstrate their knowledge. At the end of the presentations, you may want to ask students to list on paper at least ten facts they have learned.

Nothing but the Facts

WAR: The Global Battlefield
GENERAL INFORMATION:

1. The Romans were among the first people to state that the way to secure peace was to prepare for war.

2. Around the globe, military costs are mounting with approximately a $1 trillion being spent a year on the world's militaries. The weapons industry is the world's second largest industry after oil.

3. Any struggle in which two groups try to destroy or conquer each other is a war. Frequently the goal of a war is to gain economically, to gain the use of resources or to impose a set of beliefs on the conquered.

WAR: The Global Battlefield
GENERAL INFORMATION:

1. There are two main kinds of war. One is Total War where a nation uses all its people, resources and weapons. Civilians and the military take part in the effort.

2. The second kind of war is Limited War where the nations limit the kinds of weapons they use, the targets they attack or the areas involved. Since the invention of the atomic bomb, limited war means that neither side will use nuclear weapons.

3. Examples of total wars are World War I and II where civilians worked in civil defense, weapon manufacturing and many were killed. Examples of limited wars are the Korean War (1950-1953), Vietnam War (1957-1975) and the Middle East wars.

WAR: The Global Battlefield
GENERAL INFORMATION:

1. Human communities depend upon a range of basic resources such as grasslands, soil, forests, water, fossil fuels and minerals. If a country depletes its supply and does not have access to resources elsewhere, tensions and conflicts often result.

2. An example of war over land was the conflict between the American pioneers and the American Indians. More recently, the Palestinians have fought with Israel over land issues since the 1950's.

3. Other causes for war include a country's attempt to impose religious or political beliefs on another nation. Hitler's efforts to control Europe and the Soviet Union were motivated by his desire to spread Nazi political beliefs.

WAR: The Global Battlefield
GENERAL INFORMATION:

1. The arms race between the U.S. and the USSR was created because of different political ideologies, distrust of one another and competition for influence and control around the world.

2. The USSR has stockpiled weapons to protect itself from foreign invasion, to protect its boundaries that border on 12 countries, and to challenge capitalist leadership.

3. The U.S. has attempted to maintain its military superiority in response to Soviet efforts to extend their power and influence in Europe, Asia, Africa and Latin America.

WAR: The Global Battlefield
GENERAL INFORMATION:

1. An enormous amount of human intelligence is invested in military research. Of the 2.25 million scientists involved around the world in research, about 500,000 work on military research.

2. Of the world's physicists and engineers, over 50% work exclusively on the development of weapons. In the U.S. alone, 40% of all scientists and engineers work in defense.

3. About 66% of all computer science research in the U.S. is funded by the Department of Defense. At Stanford, MIT and Carnegie-Mellon Universities, as much as 90% of the computer science departments are funded by the Pentagon.

WAR: The Global Battlefield
GENERAL INFORMATION:

1. In addition to the horror and devastation inherent in nuclear weapons, other forms of weapons have also been devised: chemical and biological weapons. Biological warfare is sometimes called germ warfare.

2. Biological weapons consist of harmful micro-organisms that are used against people, animals, crops or the opponent's army. Fortunately, they have not been used in modern warfare, and a treaty banning their use was signed by the U.S., USSR and 40 other nations in 1975.

3. Chemical agents affect the nervous system, lungs, skin, eyes, nose and throat. They may even cause death. Chemical weapons can be in the form of a gas, liquid, spray and powder. An example is agent orange which was sprayed from airplanes to defoliate trees in Vietnam. Currently, it is estimated that 10 countries have chemical weapons.

WAR: The Global Battlefield
GENERAL INFORMATION:

1. Modern military weapons are more powerful and numerous than other weapons ever used. It's estimated that at least 50,000 nuclear weapons exist throughout the world.

2. These weapons pose three major dangers. The first is their economic burden. Huge amounts of money and resources are spent on weapon development and manufacturing. Each year, approximately $150 per person is spent on the arms race.

3. Secondly, the accumulation of weapons by a single country increases international tension and may itself lead to war. Additionally, if nuclear war should occur, it would be the most destructive mankind has ever experienced.

WAR: The Global Battlefield
GENERAL INFORMATION:

1. National governments develop and maintain arms often because they are afraid of other nations or because they wish to intimidate other countries. A strong defense is supposed to insure peace by making it evident that an aggressor would be defeated.

2. National military power is at an unprecedented level, while at the same time, the number of wars and war deaths have increased.

3. Twenty-two wars took place in the 1980's, more than in any previous decade in recorded military history. Since 1945, 160 armed conflicts have killed over 20 million people in the Third World.

WAR: The Global Battlefield
GEOGRAPHY:

1. In recent years, all wars have been fought in Third World countries with 60% of them as attempts to overthrow a ruling group. Third World countries include Africa, Latin America, the Middle East and some Asian nations.

2. Warfare has changed its focus. From 1700 to 1945, war was a result of direct conflict between major powers and took place in Europe.

3. Since 1945, there have been no direct conflicts between the major powers probably due to the danger of nuclear weapons. However, 22 million people have been killed in war since 1945 and 52% of these deaths were civilians. It is safer to be a soldier in battle than a civilian.

WAR: The Global Battlefield
GEOGRAPHY:

1. During the late eighties, the world's armed forces were estimated at approximately 50 million people who were either employed as soldiers or as workers in the military industry.

2. The countries with the largest numbers of people involved in the armed forces and the military industry are the Soviet Union, the United States, India, United Kingdom and France.

3. The superpowers and Europe are responsible for three quarters of global military spending. Developing countries are responsible for 18% of the world's military spending.

WAR: The Global Battlefield
GEOGRAPHY:

1. Many countries spend a significant percentage of their Gross National Product to support the military. The 16 countries that invested the highest percentages of their total income during the 1980's in the military are listed below.

2. Iraq spends 50% of its income, Israel spends 27%, Saudi Arabia spends 22%, Syria spends 17%, Angola spends14%, Iran and Libya spend 13% and Nicaragua and the Soviet Union spend 12% on the military.

3. Chad and North Korea spend 10%, Ethiopia and Egypt spend 9%, China and Afghanistan spend 7%, and the United States spends 6%. Japan, by contrast, spends 1%.

WAR: The Global Battlefield
GEOGRAPHY:

1. The nations in the Middle East have suffered a long, sad series of wars. In 1975, a bloody civil war (a war that is fought within a nation's own boundaries) broke out between the Christians and the Muslims in Lebanon. Continued fighting occurs between various ethnic groups which include Palestinians, Israelis, and Syrians.

2. In 1948, the United Nations voted to end British rule of Palestine and divide the country into an Arab state and a Jewish state. The Jews agreed to the plan, but the Arabs did not. Five Arab nations, Egypt, Jordan, Syria, Iraq, and Lebanon, attacked Israel on its first day of existence.

3. Israeli-Arab conflicts continue with frequent terrorist attacks and outbreaks of civil war. Any war involving Israel could potentially escalate into a worldwide conflict. The U.S. supports Israel's survival while the Soviets supply arms to the Arabs.

WAR: The Global Battlefield
GEOGRAPHY:

1. Even though modern wars tend to be local affairs, there is frequently superpower involvement. Many developing country wars are "proxy wars" fought by locals on behalf of the big power blocks who supply them with arms and advisors.

2. The involvement of the U.S. and the USSR and their allies in local wars means that a minor dispute in one small area could become a major conflict. If the superpowers were not involved in Third World conflicts, they would probably be shorter and less destructive.

3. The U.S. and the USSR have been in an arms race with developing nuclear arsenals since the 1940's. The USSR now has about 6500 bombers, missiles, and warheads compared to the U.S. total of 7700.

WAR: The Global Battlefield
GEOGRAPHY:

1. The Persian Gulf has been a war ravaged section of the Middle East. Iran and Iraq have frequently fought over ethnic differences and control of the Tigris and Euphrates Rivers.

2. During the 1980's, the Iraquis used a chemical agent, mustard gas, in their attacks against the Iranians. Mustard gas produces large and painful blisters eight to twelve hours after contact.

3. The Persian Gulf is also an area of global concern since the West (U.S., Japan and Europe) and the Soviet Union want control of the oil supply lines from the oil rich nations in this area.

WAR: The Global Battlefield
GEOGRAPHY:

1. South Africa suffers from an internal apartheid war. Apartheid is enforced racial separation where the whites benefit economically and politically, but the blacks lack a voice in their government and are made to live in reservations.

2. It is estimated that 8,000 to 10,000 lives are lost a year in South Africa due to combat, apartheid violence, and destruction of homes and food resources.

3. Violence also exists in Mozambique, Zimbabwe, Namibia and Angola where warring tribes fight for independence, political ideologies, and resources.

WAR: The Global Battlefield
GEOGRAPHY:

1. Many of the countries in Central America have unequal distributions of wealth, lack social and economic opportunities except for a wealthy few and suffer from military regimes that are often cruel and inhumane.

2. Three of the Central American countries that suffer the most violence are El Salvador, Nicaragua and Honduras. Most of the warfare consists of each country's army fighting its own citizens. Revolutions occur frequently as new leaders attempt to control the country.

3. Many other nations of the world suffer from unrest and violence including India, Afghanistan, the Phillipines, Cambodia, Vietnam, Libya, North and South Korea, Chile, China, Armenia, Ireland, West Sahara and others.

WAR: The Global Battlefield
CONCERNS AND CONSEQUENCES:

1. The group of scientists who made the first American nuclear weapons knew they had created a major threat to human life. J. Robert Oppenheimer who built the first atomic bomb realized its destructive powers and quoted the Indian text, the Bhagavad-Gita, "I am become death, destroyer of worlds."

2. The first military use of the atomic bomb was the dropping of the "Little Boy" bomb by the U.S. on Hiroshima, Japan in 1945. This killed 100,000 people. Today, a single U.S. Trident submarine has the firepower equal to eight WWIIs. One Trident alone has the capacity to destroy all major cities in the Northern Hemisphere. The U.S. has over 30 nuclear submarines.

3. The superpowers and their allies continue to add to their nuclear arsenals, estimated at 15,000 megatons. One megaton is equivalent to 80 Hiroshima-type bombs. Today's arsenals contain over 1 million Hiroshimas.

WAR: The Global Battlefield
CONCERNS AND CONSEQUENCES:

1. If a fraction of the present nuclear arsenals of the U.S. and the USSR were detonated, they would instantly kill hundreds of millions of people and, later, radioactive fallout would kill many more.

2. Scientists also predict a "nuclear winter." Sooty smoke from burning cities, forests, and industrial areas would eliminate sunlight.

3. The result would be darkness for months on end, with temperatures estimated at minus 20-40C. Assuming the war began in the Northern Hemisphere, the nuclear winter would spread to the Southern Hemisphere, destroying all life on earth.

WAR: The Global Battlefield
CONCERNS AND CONSEQUENCES:

1. A nuclear holocaust would not have to necessarily begin with an actual declaration of war. An "accident" or "error" could result in a war.

2. For example, in 1979, a faulty computer chip in the North American early warning system, signalled a massive Soviet nuclear attack. In 1984, Soviet Pacific headquarters signalled an alert at sea, ordering Soviet ships to fight U.S. forces. Both were, fortunately, false alarms.

3. Some missiles, however, can be launched on warning and reach their destinations in a matter of minutes. Some scientists are saying that we need to eliminate "launch-on-warning" missiles to reduce the potential for nuclear war. However, throughout history, humankind has used all of the weapons it has created.

WAR: The Global Battlefield
CONCERNS AND CONSEQUENCES:

1. Today, more nations are making their own weapons (tanks, warships, and missiles) than ever before. In 1945, only 5 countries made weaponry; now that number has increased to 50 nations.

2. Since WWII, not a single war has been legally declared, yet there have been at least 160 armed conflicts. Some 22 million people have died in wars since the end of WWII, and millions have been maimed and injured.

3. Wars also create refugees. There are over 10 million refugees currently fleeing conflict and oppression. Most of these are women and children.

WAR: The Global Battlefield
CONCERNS AND CONSEQUENCES:

1. Military aggression has become less successful. In the first half of the twentieth century, aggressors have won only 4 out of 10 wars; in the 80's that ratio was down to 1 out of 10.

2. Building military power can drain a country's economy and limit social programs for its people. Dwight Eisenhower, former U.S. president stated, "Every gun that is made, every warship launched, every rocket fired, represents, in the final analysis, a theft from those who hunger and are not fed, who are cold and are not clothed."

3. Each year, the governments of the world spend $150 per person on the arms race. This adds up to 6% of the global GNP. If we took just 10% of the world's military budget to use constructively, many of our global problems would be solved.

WAR: The Global Battlefield
CONCERNS AND CONSEQUENCES:

1. While countries make a variety of sacrifices to support their militaries, the environment is deteriorating rapidly.

2. Most countries are doing little to preserve their environmental security. In 1986, the U.S. spent $200 billion more for military concerns than environmental ones.

3. Many people are stating that funds need to be diverted from military spending and used for environmental purposes. For example, if seven months of the world's military budget was used for clean water and sanitation facilities, 2 billion people, almost half of the world's population, would benefit.

WAR: The Global Battlefield
CONCERNS AND CONSEQUENCES:

1. As the nations of the world spend more money on their militaries, social and economic problems worsen. Currently, the world spends 20% more on destroying life than we do on health measures to preserve it.

2. Everyday, 40,000 children around the world die of starvation. Every two minutes the world's nations spend nearly $2 million on their militaries. Additionally, if just eight hours of world military spending were diverted, malaria, which over 200 million people currently suffer from, could be wiped out .

3. Nuclear testing itself creates health hazards. Radiation released into the atmosphere settles back to earth, carrying substantial risks of cancer and potential genetic damage.

WAR: The Global Battlefield
CONCERNS AND CONSEQUENCES:

1. At least six nations have carried out nuclear explosions and around 50,000 nuclear weapons exist throughout the world.

2. During the 1990's it's predicted that 60 countries will have the technological know-how to build nuclear weapons but they may not have the resources for the elaborate and highly technical command and control systems.

3. The more countries that have such weaponry, the more difficult it will be to maintain the current fragile nuclear truce. Additionally, terrorists may gain control of nuclear materials and use them indiscriminately.

WAR: The Global Battlefield
SOLUTIONS:

1. Third World conflicts are often made worse when outside powers become involved. If foreigners did not intervene, these disputes might be less severe and easier to resolve.

2. The United States and the Soviet Union could agree to refrain from sending armed forces or weapons into other countries in exchange for similar restraint from the other superpower.

3. Such a nonintervention policy was endorsed by both former and current American and Soviet officials in 1988 in a report entitled, "The Requirements for Stable Coexistence in United States-Soviet Relations."

WAR: The Global Battlefield
SOLUTIONS:

1. The function and role of the United Nations could be strengthened. The U.N. could impartially resolve conflicts and help to prevent others before they begin.

2. During the 1980's, the United Nations negotiated cease fires in many global disputes which included the USSR and Afghanistan, Iran and Iraq, the Sahrawi people and Morocco, and others. The United Nations Peacekeeping Forces received the 1988 Nobel Peace Prize.

3. The United Nations was founded in 1945 with two goals: one, to insure world peace and two, to improve the quality of human life. Its role in world affairs has been hampered by a lack of money and by its own members disagreeing with each other. Many are hopeful that during the decade of the 90's, the U.N. will function as a global peacemaker.

WAR: The Global Battlefield
SOLUTIONS:

1. Armed conflict may be prevented in the future by having peacekeeping forces in place. In 1988, the Soviet Union suggested that the United Nations set up "observation posts in explosive areas of the world."

2. Such observation posts could help deter armed conflict. It has also been suggested that any country who wanted to protect itself should be able to notify the United Nations to send in observer teams to patrol borders.

3. In 1983 and 1988, countries in Central America asked the United Nations to patrol their borders to help prevent bloodshed. No such patrols were available, but perhaps in the future there will be.

WAR: The Global Battlefield
SOLUTIONS:

1. In 1970, the Nuclear Non-Proliferation Treaty was signed restricting the sale of nuclear weapons to non-nuclear countries and also restricting the total number of countries that can have nuclear weapons.

2. Even though the Treaty was signed by 121 nations, it is weak in practice since those who signed are not fulfilling the Treaty's promises. Other nations never signed the document including France, China, Argentina, Brazil, Israel, India, Pakistan, South Africa and Spain.

3. There are actions that could be taken to strengthen the treaty. Serious nuclear arms reduction by the U.S. and USSR could provide an important example to other nations. Comprehensive test bans could be implemented that would forbid "peaceful" nuclear testing and the establishment and maintenance of nuclear free zones where areas would agree not to manufacture or possess nuclear weapons.

WAR: The Global Battlefield
SOLUTIONS:

1. One reason why governments resist disarmament is because they distrust each other. One way to create trust would be to establish an international satellite monitoring agency.

2. The satellite could eventually provide impartial information about arms treaties, confirm or deny border violations, stop surprise attacks, monitor cease-fires, prevent missile testing and assist United Nations in their peacekeeping efforts.

3. It is estimated that the development and maintenance of such a satellite system would be under 1 percent of current annual world military expenditures. Such a system might increase international security and stability.

WAR: The Global Battlefield
SOLUTIONS:

1. Military resources could be converted to civilian use. A conversion process could be created to protect military personnel and communities from dislocation. Conversion has already proved successful in the U.S. after WWII and more recently in China.

2. Money and resources could be freed if the military were converted to improve the economy, to enhance living standards and to reverse environmental damage.

3. The current enviromental crises of air and ocean pollution, tropical deforestation and others may force all countries to cooperate in new ways. Concerns for military security may give way to concerns for environmental security.

WAR: The Global Battlefield
SOLUTIONS:

1. A number of important though limited agreements to halt or reverse the arms race have been signed.

2. Some of these agreements include the Treaty on the Nonproliferation of Nuclear Weapons, the Strategic Arms Limitation Talks (SALT) treaties, Intermediate Range Nuclear Forces Treaty and the Warsaw Pact.

3. Many of the treaties are not adhered to since countries lack effective ways to prove to one another that they have reduced their weapons. Nations could establish inspection policies to reassure others of treaty adherence.

WAR: The Global Battlefield
SOLUTIONS:

1. There are many activities individuals can do to help prevent war. One is to become well informed and inform others about issues of war and peace. Encourage school, neighborhood, church, or community meetings to discuss war and peace issues. Speakers and films could be provided also.

2. Write or call your representatives or even the President stating your commitment to the elimination of force as a way to resolve conflicts.

3. Einstein said, "The unleashed power of the atom has changed everything except our way of thinking . . . . we need an essentially new way of thinking if mankind is to survive." To begin thinking in new ways, establish contact with others of different beliefs or nationalities. Apply conflict resolution processes if and when disagreement occurs. Make a personal commitment to use your intelligence and creativity to promote life and not the destruction of humanity and the planet itself.

5 Scavenger Hunt

Discovery: A Scavenger Hunt

A Scavenger Hunt is an exciting way to learn about any topic. Designed as a data collecting activity, it is a motivating way to encourage students to collect facts and information from a variety of sources. Many of the items collected or created will encourage students to think more deeply about their topics.

The intent of the Scavenger Hunt is to prepare students for the section on Researching Your Topic. The Scavenger Hunt also provides an abundance of information in a variety of ways—pictorials, maps, graphs, charts, models, dioramas, poems, tee-shirts, brochures, reports, and posters.

The materials gathered during this activity are valuable for the research section. They provide a good resource for quick information when students are problem-solving. Some of the items such as songs, charts, and murals may also be displayed or used in the final presentations on the last day of the Summit. If your Summit is going to be a school-wide or community event, these displays are an excellent way to inform others about the issues your class has studied.

Structuring a Scavenger Hunt

Introduce this activity by asking students if they have ever participated in a scavenger hunt. Explain that they will work together in teams to collect data or create as many of the projects on the Scavenger Hunt list as possible, within a given amount of time. If you would like this to be a competitive activity, the group that collects the most points may be declared the winner.

Divide your class into groups of approximately four students and pass out the Scavenger Hunt list. Tell the class they will have six days to gather information and create their products. On the seventh day, the points are tallied and the information is shared. It is recommended that some class time be initially provided so that groups may meet and work collectively on their projects.

After handing out the Scavenger Hunt information, give students 15 to 20 minutes to go over the list and plan a strategy. Stress the importance of developing a TEAM STRATEGY. Suggest that they decide what steps are needed to successfully complete the task. This might include assigning individual duties, establishing a timeline, and deciding their total point goal. Individual jobs might include record and tally keeper, researcher, artist, etc.

Students may also suggest additional projects, that do not appear on the Scavenger Hunt list. In this case, groups must get your permission and have you assign a point value before adding any new suggestions.

It is helpful to post each group's total point goal. As materials are brought in, they can be listed and tallied. This keeps a running total, provides a convenient way to check progress, and is a great motivator! It also shortens the final tallying process and allows for extra sharing time.

Within two or three days, your classroom may well be overflowing with data in a myriad of forms. Some teachers have used their hallways to display the information, indeed an effective way to share the wealth of facts your students have gathered.

On the seventh day, tally the data and provide class time for sharing the final projects. Point values can be assigned according to the quality of the product. If you deduct points, explain to students why and make suggestions for improvement.

Evaluation of the Activity

After the Scavenger Hunt is completed, pass out the Discovery Evaluation for each student to complete. Allow 10 to 15 minutes for groups to discuss each of the questions, then approximately 15 to 20 minutes for students to complete the evaluation individually.

The Discovery Evaluation responses will indicate the amount of knowledge gained in the hunt and will reveal any further questions the students may have. These questions can be posted and used to initiate the next activity, Researching Your Topic.

The Scavenger Hunt and Nothing But the Facts activities will motivate students to begin researching the complex problems associated with their global issue.

This activity was inspired by the "Cultural Studies Series—Teaching About Diversity: Latin America," University of Denver, Center for Teaching International Relations. The program uses a similar process for helping students learn about Latin America.

War: The Global Battlefield A Scavenger Hunt

Rules for Scavenger Hunt

1. You must work in groups with each member contributing equally to the whole group effort.

2. You can go anywhere that is appropriate to obtain your data. Cameras and tape recorders may be used to record information. Written summaries of television shows, hand-drawn maps and diagrams are acceptable.

3. Use primary sources when possible.

4. The sources of all data must be recorded.

Items to Collect and Create

1. Collect five articles from newspapers or magazines that discuss five different current conflicts around the world. (5 points) BONUS: Add 10 points if you include a written summary of the articles.

2. Make a timeline that shows wars fought from 1900 through today. (15 points)

3. Construct a mobile with pictures of relief efforts for refugees or others in conflict ridden areas. (10 points)

4. Watch television news, a film or a special program that discusses violent conflict in the world. Create a chart or poster that shares what you learned from the show including at least five facts that you learned. (10 points) BONUS: Add 5 points for each additional show viewed.

5. Locate 15 current conflicts on a world map. Write a brief explanation of each conflict on the map or on an accompanying key. (20 points)

6. Create a chart that lists the causes of war. Also include on the chart a list that suggests possible solutions to war. (15 points)

7. Draw a picture that would show or symbolize a world at peace. (10 points)

8. Make up a skit that portrays a new kind of soldier, one who works for world peace without the use of force. Include information about his/her training and the kinds of tasks the new army performs. Present your skit to your class. (25 points)

9. Write a war and peace alphabet book that includes and/or defines terms from both concepts. (20 points) BONUS: Add an additional 20 points if your alphabet book is illustrated.

10. Graph the military expenditures spent by the U.S., the USSR, Japan and three other nations of your choice during any two years in the last decade. (10 points) BONUS: Add an additional 5 points if you can discover how much all of the nations of the world spent on the military during the last year.

11. Interview two people whose views about the arms race differ. The interview can be conducted over the phone with the interviewee's permission or in person. Before you do the interviews, create a list of questions to ask. Share the results of your interviews with the class. (20 points)

12. Make a model of what a city would be like before and after a nuclear attack. (25 points)

13. Draw at least ten different kinds of weapons humankind has created to use in war. Include examples of ships, tanks, guns, bombs, chemical weapons, etc. (15 points)

14. Create a song or poem that promotes the use of peaceful conflict resolution strategies instead of military force for the settling of disputes. Sing the song or read the poem to your class. (10 points)

15. Write a survey with at least five questions on some aspect of the topic of war. Conduct the survey with at least 50 students from your school. Share the results with your class or the school newspaper. (25 points)

16. Select one conflict somewhere in the world to follow for seven days in newspapers, news programs, magazines, etc. Make a notebook of the events and developments in this conflict. (15 points)

17. Make a list of organizations that are actively working to promote peace in the world. Include at least 10 organizations, their addresses and phone numbers. (10 points)

18. Write a story of a person who survived the Hiroshima bomb. Describe his or her experiences during the explosion and the aftermath as well. (20 points)

19. Design a poster that promotes world peace and display it at your school. (15 points)

20. Chart how the U.S. spends its income for one year. Include amounts or percentages for the military, education, energy, agriculture, etc. (15 points)

21. Collect at least five songs that have the theme of world peace. Make a "song collage" by putting parts of the songs on a tape to play for your class. (15 points)

22. Research the involvement of the U.S. and the USSR in Third World wars. Write a description of the superpowers' involvement. (10 points)

23. Interview a person who participated in World War II. Find out why he/she was involved, what the role he/she performed was and how they feel about this participation today. Share the results with your class in some form. (10 points)

24. Write and submit an article to your school or city newspaper that explains your viewpoint about a current war or an issue of war. (20 points)

25. Design and make a graph that displays the relationship between the Soviet Union and the United States from 1900 to the present. (15 points)

26. On a map, locate the countries around the world that have developed nuclear weapons. (10 points)

27. Find out which countries refuse to use nuclear weaponry or energy, and why. (15 points)

28. Research the role of the United Nations in global affairs. Make a chart or write a description of its functions. (10 points) BONUS: Add 5 points if you can explain why the United Nations was awarded the 1988 Nobel Peace Prize.

29. Make a chart of the estimated number of civilian deaths from any present or past war. (10 points)

30. Research the psychological phenomena of post war stress that many men and women experience after they have fought in a war. You may want to research soldiers from the Vietnam War or any other war. Find out how fighting in a war has affected individuals either through interviews or magazine articles. (20 points)

31. Create your own items for the scavenger hunt on the topic of war. Get your teacher's approval for suggested items and together determine the number of points possible.

Evaluation Sheet for Discovery

NAME:______________________________DATE:__________

TEAM MEMBERS:______________________________

1. What information did you discover that indicates how critical this problem is?

2. What was the most interesting thing you discovered? Why?

3. Can you find two pieces of data that pose contradictory information about this problem? List the sources and the differences discovered and why you think they are in conflict.

4. Which item or activity gave you the most useful information? Why?

5. As a result of this Scavenger Hunt, what new action will you take to better understand and help solve this critical problem?

6. Describe the strategy used by your group to complete the Scavenger Hunt. How did it work? What would you do differently next time?

7. Did you experience any conflict in your group? Describe the conflict and how you did or did not resolve it.

8. What did you like best about this activity?

9. What would you change about this activity?

10. During the past week while working on the War project I would like to thank ________________ for . . .

11. In order to relax right now, I would like to . . .

12. If I were evaluating my War project work, I would say I have earned __________________ because . . .

13. If I were evaluating my group's War project work, I would say we have earned _________________ because . . .

6 Map Activity

Where in the World? A Brief Geography Lesson

This activity will provide students with the opportunity to develop map-reading skills. Each student will need a small map of the world that includes longitude and latitude lines. You should have a large world map to demonstrate your explanations.

First, explain the concepts of longitude and latitude to the students. You might want to share the fact that these imaginary lines enable us to locate any point on earth. Latitude lines run around the world parallel to the equator. The equator has a latitude of 0 degrees. The North Pole has a latitude of 90 degrees north, sometimes shown as +90 degrees. The South Pole has a latitude of 90 degrees south, which is sometimes written -90 degrees. Ask students to locate the equator and the North and South Poles.

Longitude lines run north and south. Most nations count longitude east and west beginning with an imaginary line at Greenwich, England. Greenwich lies at 0 degrees longitude. A place halfway around the world from Greenwich is at 180 degrees longitude. The earth is divided into two hemispheres, each with 180 degrees. Longitude locations west of Greenwich are referred to as west longitude and those east of Greenwich have east longitude locations. Ask students to locate Greenwich and areas east and west of Greenwich as well.

Once students understand the concepts of longitude and latitude, ask them to look at their maps and find the longitude and latitude of major cities such as Los Angeles, New York, Miami, or Seattle. Have them look for a country and give the coordinates which the nation encompasses. When students are able to identify the correct meridians, they are ready to move on to the next activity.

Ask students to individually consider one place in the world where their global problem is especially severe. They could consider cities, countries, oceans, continents, etc. Instruct students that they are not to share with others where their trouble spot is located. When they have decided upon their global problem area, they then need to determine the latitude and longitude of this location. It is now time for geography riddles! Students will, one at a time, tell the class the longitude and latitude degrees of their particular spot. Class members are to locate these meridians on their maps and tell the name of the place. The student who has given the meridian points must validate the responses, and also must share the specific nature of the global problem at that location. You may also ask students to draw or note on their maps information they have learned to date. Additional data can be added as it accumulates.

Where in the World?
A Brief Geography Lesson

This activity will acquaint you with map-reading skills. You will need a small map of the world that includes longitude and latitude meridians.

To read maps, you'll need to understand the concepts of longitude and latitude. These are helpful imaginary lines that enable us to locate any point on earth. Latitude lines run around the world parallel to the equator. The equator has a latitude of 0 degrees. The North Pole has a latitude of 90 degrees north, sometimes shown as +90 degrees. The South Pole has a latitude of 90 degrees south, which is sometimes written -90 degrees. Locate the equator and the North and South Poles on your map.

Longitude lines run north and south. Most nations count longitude east and longitude west, beginning with an imaginary line at Greenwich, England. Greenwich lies at 0 degrees longitude. A place halfway around the world from Greenwich is at 180 degrees longitude. The earth is divided into two hemispheres, each consisting of 180 degrees. Longitude locations west of Greenwich are referred to as west longitude and those east of Greenwich as east longitude. Locate Greenwich on your map. Identify some west and east longitude locations on your map.

To further practice the concepts of longitude and latitude, look at your map and find the longitude and latitude of major cities such as Los Angeles, New York, Miami, or Seattle. Look for a country and give the expanse of latitude and longitude meridans which the nation encompasses.

Next, consider one place in the world where a global problem is especially severe. You may want to consider cities, countries, oceans, continents, etc. Do not share with others where your trouble spot is located. When you have decided upon your global problem area, next determine the latitude and longitude of that location. It is now time for geography riddles! When it is your turn, tell the rest of the class the longitude and latitude degrees of your spot. Your class members are to locate the meridians on their maps and tell the name of the place you have chosen. You will need to validate their responses and also share the nature of the global problem at your location. Enjoy guessing your classmates' riddles as well.

7 Research and Independent Study

Self-Directed Learning: Researching a Global Issue

In the following activity, students have the opportunity to direct their own learning. Students will pursue a topic of personal interest, develop their own approach to research, and create their own project design. The intention of the self-directed activity is to let students assume responsibility for their learning. They will enjoy pursuing a topic of special interest to them while mastering independent learning skills, useful both within the classroom and without.

Students will progress through a five-step process. First, provide students with copies of Steps to Self-Directed Learning and the Independent Project Contract located on the following pages. Introduce each of the steps by having a brief class discussion to clarify and explain what is expected of them and also to address any questions they might have. You may want to brainstorm possibilities for study with the entire class. Students can refer to the list as a starting point when choosing their topics. You may also want students to keep their self-directed learning papers in some sort of file folder. The entire process can span from one to three weeks.

After completion of their independent research and in-class presentations, you may want to suggest that students share their knowledge with other classes, other schools, or create community forums. Or, you and your students may decide to wait for Step 2 of the Summit process to share their research in small groups.

To bring closure to this unit, you might ask your class what they have learned about being a creative and independent learner and how the skills used in this lesson can be applied to "everyday life."

Steps to Self-Directed Learning

Researching a Global Issue:

From your previous activities with the Fact Cards and the Scavenger Hunt, you have acquired a lot of information about your global topic. You will now have the opportunity to select one aspect of this topic that holds special concern for you. What have you encountered so far that was particularly interesting? Is there something more you would like to find out about?

STEP 1

So that you can independently direct your own learning, you will first need to decide upon your topic. Select one aspect of the global problem that intrigues you. You may instantly know what you would like to study or you may want to refer back to the Fact Cards or the Scavenger Hunt for ideas. Once you have determined your area of interest, narrow your topic down so that it is manageable to research. Get your teacher's approval before you begin Step 2.

STEP 2

To complete Step 2, you will need to make decisions about two important aspects of your project. First, determine at least three things that you want to learn. To do this, write your topic down on a piece of paper, then list a minimum of three items you are curious about. Perhaps you will want to answer the questions: **who, what, when, where** and **why** as they relate to the subject. Perhaps you have questions that spring to mind immediately. Once you begin researching, you may change your mind about some of the original questions you listed, or something else may appear intriguing. Do go ahead and pursue your new interests if this should occur. However, it's important to begin your research with a focus.

After you have written what you want to know about your topic, write a paragraph explaining what your final achievement will be. Perhaps you will create a model or a demonstration that will explain your subject. Be creative and develop an end product that will be fun and interesting for you to do, for example, make a model, write a song, do a collage, or make up a story or skit that includes factual information.

STEP 3

Once you have determined your topic and what you want to learn about it, you need to gather information. Data can come from books, but it can also be found in a variety of other sources. Your research will be enjoyable if you use many different approaches to gathering information. Identify three ways to gather data. You may want to choose from among the following, or create your own suggestions:

- Call a nearby university or other organization to determine if someone there is knowledgeable about your topic. If so, conduct a telephone interview. To do this, you will need to make a list of questions ahead of time so that you are fully prepared before speaking with the expert.

- Use your school or city library. Do not rely strictly on encyclopedias or books. Ask your librarian to help you locate governmental documents, films, videotapes, magazines, and newspapers that may contain information you need.

- Watch for pertinent television or radio shows. Check the educational television station in your area to find out what their programming includes.

- Your teacher can order films and videotapes on your topic from the educational service district nearest your school. You may want to request that either you or your instructor look through the film catalogue to determine what might be of value to your research.

- Conduct a survey at school or in your neighborhood where you ask people pertinent questions. Record their answers on a survey form that you create.

What are other suggestions you might have for finding the information you will need? Write on a piece of paper the three approaches you will use in your data collection.

STEP 4

Now that you have determined your topic and how you'll conduct your research, you are ready to complete an Independent Project Contract. This will provide both you and your teacher with an overview of your entire self-directed learning experience. Please complete the following form and have your teacher initial it. Enjoy learning independently!

Independent Project Contract

Student Name______________________________

Date______________________________

Project ______________________________

Title______________________________

Planned Completion Date________________________

Three items you will learn about your topic:

1.

2.

3.

Three information sources you will use:

1.

2.

3.

Final Product:

Project Timeline: List what you will accomplish and when:

Presentation: Describe what you will share with the rest of the class and when you will do the sharing:

Teacher initial: ________

STEP 5

After you have completed your in-class presentation, you can then evaluate the quality of your work. Your instructor will provide you with feedback as well. The following form can be used by both you and your teacher to determine what is done well and what is in need of improvement.

Evaluation of Self-Directed Learning Experience

Student name: ______________________________

Process Evaluation

1. Used time effectively in class:

1	**2**	**3**	**4**	**5**
Least time effective				**Most time effective**

Comments:

2. Used time effectively outside of class:

1	**2**	**3**	**4**	**5**
Least time effective				**Most time effective**

Comments:

Project Evaluation

1. Used a variety of different information sources:

1	**2**	**3**	**4**	**5**
One information source				Five or more information sources

Comments:

2. Completed project according to the project timeline:

1	**2**	**3**	**4**	**5**
Project not on target				Completed

Comments:

3. Showed effort:

1	**2**	**3**	**4**	**5**
No effort				Excellent effort

Comments:

4. Creativity:

A. Fluency (number of ideas)	1	2	3	4	5
B. Flexibility (different ways of sharing ideas)	1	2	3	4	5
C. Originality (uniqueness)	1	2	3	4	5
D. Elaboration (development of ideas)	1	2	3	4	5

Comments:

5. Other Comments:

8 Youth Summit

Overview of a Youth Summit

Once students have completed their research, they are ready to begin the Summit process. The Summit uses a problem-solving approach that encourages the use of creative and critical thinking skills. The particular model outlined for the Summit process is a synthesis of the work of E. Paul Torrance, Alex Osborne, and Bob Stanish. Some aspects have been adapted to fit the needs of the Summit.

The Summit is designed to encourage students to take action. It also serves to alleviate any frustration, anxiety, and/or fear that may have built up as a result of the in-depth research done in the previous activities.

By going through the Summit process, students will develop the skills inherent to effective problem solving. The process stretches students to engage in higher cognitive functioning, to learn to work effectively in groups, and to improve their communication and writing skills. Most important, it moves students from the level of theory to the level of practical application.

Structuring a Youth Summit:

Time

The entire process, including the final presentations, will take approximately 8 to 12 hours. This can be structured as a Summit or it can be extended over a week-long period. We recommend a two- to three-day Summit to focus student interests and to provide uninterrupted time for concentrated exploration. However, this is not always possible. Conducting the Summit over a one-week period can work well, especially if you provide time to review the previous day's work and facilitate closure at the end of each working period.

Materials

We recommend that each student be provided with a copy of the Summit Journal. This outlines the problem-solving process and provides a place for your class to record their efforts. This becomes a valuable evaluation tool and should be checked at various intervals throughout the Summit. Additional materials include butcher paper and colored marking pens. Art supplies and reference materials should also be available.

Establishing Problem-Solving Groups

We recommend groups of four to five students. If cooperative learning is new to your students, you might consider setting up groups of three. The grouping works best if it is heterogeneous in terms of ability and talents. You may want to have students work in the same groups as were arranged for the Scavenger Hunt activity.

Work/Display Area

If you are holding the Summit in your classroom, establish work/display areas for each group. Tables work best; however, desks can be put in a circle or square. If possible, provide wall and counter space so that students may display the information gathered during the Scavenger Hunt and Self-Directed Learning. Students will also be displaying information generated during the problem-solving process. You may want to establish one main resource area where books, pamphlets, posters, and articles may be stored for easy access throughout the Summit.

Problem-Solving Process

You will want to familiarize students with the problem-solving process before the Summit. See the next section, Facilitator's Guide, for more detailed information. For easy reference, we have included an agenda with approximate times.

Introduce each step to the entire class, and then have the students begin the process. Establish a time limit, then add more time if needed. Some groups may work through the process faster than others. You can give them instructions for going on to the next step.

As students work through the process, move from one group to the next to observe interaction. Clarify the process when necessary, help resolve group conflicts if they arise, and provide needed information or directions for finding it.

Preparing Presentations

At the onset of the Summit, explain to students that each group will be responsible for planning a 10- to 15-minute presentation for the class. This presentation will focus on informing others of the problem they have worked on and their proposed solutions. Students should start thinking about this at the onset. They are encouraged to be creative in the manner with which they present their material. Encourage them to use charts, graphs, illustrations, pictures, skits, poems, songs, dances, or stories to teach the others. They might also consider ways to get their classmates involved in helping them carry out their solutions.

At the conclusion of each presentation, allow time for questions or suggestions from the audience. This period can take up to three hours depending upon the number of groups sharing and the length of the presentations. Group presentations often range from five to twenty minutes.

You may also decide that your students should share their work with other classrooms, schools, parents, and/or community members. To manage this step, ask students to submit an outline of their project for your approval. Also, students will need time to rehearse. Much of the materials produced during the Scavenger Hunt can serve as visual displays; however, some groups may need additional time to develop props, costumes, charts, and hand-outs.

Taking Action

This is the most exciting part of the process. Here students take action and begin effecting change. It may be necessary to set aside time each week for students to work on their action plans. There are a myriad of possibilities for taking action and you may find your class involved in creating a game, making a film, writing a book, starting a newsletter, raising money for a project, conducting research, getting signatures for a petition, surveying the community, or making public service announcements for a local television station, to name a few of the possible outcomes.

NOTE: The processes and times shown on the following page are merely suggestions. You are encouraged to make adaptations to fit your needs and classroom situations.

Our Only Earth

Youth Summit Agenda

(Suggested Times)

STEP 1 — Introduction/Problem Exploration (30 minutes)

STEP 2 — Sharing Research (1 - 1.5 hours)

STEP 3 — Brainstorming Problems (30 minutes to one hour)

STEP 4 — Brainstorming Solutions (30 minutes to one hour)

STEP 5 — Evaluating Solutions (1 - 1.5 hours)

STEP 6 — Carrying Out Solutions (1 - 1.5 hours)

STEP 7 — Presenting Solutions (1 - 3 hours)

Facilitator's Guide: Youth Summit Process

STEP 1—Introduction/ Problem Exploration

GOAL: To share feelings, thoughts, and ideas surrounding the global issue.

OBJECTIVES: To communicate feelings, thoughts, and ideas concerning the issues surrounding the problem.

TIME: Approximately 30 minutes.

PROCESS: Begin by introducing the problem-solving process to be used throughout the Summit. It is helpful to go over each of the seven steps. Students can follow along in their Summit Journal, which serves as a guide as well as a place to record their progress. These journals are also helpful in evaluating students' work.

(OPTIONAL): Depending upon the age and experience of your class, you may want to practice the problem-solving process with a problem that students are currently trying to resolve, i.e., improving grades or saving money. This trial run will familiarize students with the key components of effective problem-solving and usually takes about one hour of class time.

No matter how you introduce the problem-solving process, emphasize the need for students to work together in a cooperative and collaborative manner. For information on implementing cooperative learning in the classroom, refer to the work of Roger T. Johnson and David W. Johnson. Their books are helpful in structuring cooperative learning in the classroom: *Learning Together and Alone, Circles of Learning*.

Once students are familiar with the Summit process, initiate Step 1 by having them record their individual reflections on their particular global issue. Ask them to write in their Journals any feelings, thoughts, ideas, images, and/or fears about this issue.

After students have an opportunity to reflect, allow time for sharing with members in their groups. You may also want to provide time for a classroom discussion. If so, have each group choose someone to summarize their discussion for the benefit of the whole group. Remind students that each time information is shared with the whole group, a new spokesperson will be selected. Encourage students to record any new bits of information, key ideas, or insights that emerge during the sharing.

STEP 2—Sharing Research

GOAL: To learn from others about the issue.

OBJECTIVES:
- Share research information.
- Categorize key ideas generated by the group.
- List any unanswered questions.
- Develop strategies for discovering answers to any unanswered questions.

TIME: 1 - 1.5 hours.

PROCESS: In this step, students share their independent research, completed in the previous activity (self-directed learning), with members of their problem-solving groups. After the presentations and sharing of research, have students categorize key ideas and information on a Data Retrieval Chart. An example is given below. Have students make their own chart on a large piece of butcher paper. This information can be posted in the group's work area.

Sample Data Retrieval Chart

Name	Who	What	When	Where	Why

To complete the Data Retrieval Chart, each student summarizes and inserts the information in the appropriate categories. They begin by each placing their name in the correct column and then completing one horizontal section of the chart. Each student, then, should contribute a who, what, when, where, and why fact to the chart. The completed chart organizes and categorizes facts and information for easy reference during the Summit process.

Once students have shared their Independent Research Projects and have filled out the Data Retrieval Chart, you may want to allow time for each of the problem-solving groups to share their data and information with the entire class. Have problem-solving groups designate a NEW spokesperson.

As each group reports information, ask the other groups to indicate if they have listed similiar information. If so, they should mark this information so that it is not repeated again, but simply acknowledged. Groups are encouraged to add to their Data Retrieval Charts as new information emerges.

An additional use for the Data Retrieval Chart is to have students consider their global issue from diverse viewpoints. Students can first suggest a variety of individuals or organizations involved in their issue. For example, an issue might be a land dispute between two countries who both claim ownership of a certain region. Some of the people involved in this dispute could be military personnel from the two warring countries, United Nations' representatives, refugees who have lost their homes due to the war, civilians from the two countries who believe the land is theirs and children who have lost their parents in the fighting. Each student could think of one group to list under the "name" section of the grid. Students can then add each group's perspective as they complete the who, what, when, where, why portions of the chart. Discussion can follow the sharing of the new perspectives involved. Point out to the students that there are always two or more sides to each issue.

STEP 3—Brainstorming Problems

GOAL: To brainstorm problems related to the issue.

OBJECTIVE:

- Identify specific problems by brainstorming sub-problems and contingent problems related to the situation.
- View the problems from a variety of perspectives.
- Choose a problem to solve.
- Define the problem.

TIME: Approximately 30 minutes to one hour.

PROCESS: Identifying the problems related to this global issue is one of the most important steps of the creative problem-solving process. Defining the problem properly will determine the quality and appropriateness of the students' solutions.

Introduce this step by emphasizing the importance of problem identification. Remind students that in identifying problems associated with this issue, it is important to view the problem from all angles. It is helpful to think about how people, nations, plants and animals are affected by this issue. Ask students to consider issues from different points of view.

Next, ask small groups to think about all of the problems related to the issue. Familiarize students with the rules of brainstorming, stressing the importance of withholding judgement, "piggybacking" on others' ideas, and freewheeling. Allow the groups approximately 15 to 20 minutes to brainstorm.

Afterwards, suggest that groups review the list of problems they generated. At this point, some problems may be combined or elaborated, as well as new ones listed.

Allow time for small groups to decide which of the listed problems they are most interested in solving. Once each group has chosen a problem, they are ready to move on to problem definition.

To define the problem, students need to think of different ways to state the problem. It is sometimes easier to generate solutions when the problem is posed as a question rather than a statement. Ask students to think carefully about the verb they use in their definition. A strong verb will focus their energies. An example might be: How can we *decrease* the number of movies shown that glorify war violence? Or: How can we increase the use of conflict resolution strategies at the local high school? Have students experiment with the use of different verbs when selecting their questions and ask them to answer the questions in this section of their Summit Journal. They will undoubtedly note that as they change their definition, the focus for solutions will also change.

As each group defines their problem, move about from group to group, checking for strong verb usage and making sure they are on the right track.

Once students have completed the task, allow time for reviewing information and facts, keeping in mind the specific problem they have chosen. New questions may arise, and students may find they need more information before they can generate solutions. If so, groups should plan a strategy for gathering new information. Depending on how many groups need to do more research, you may want to allow additional classroom time or have students complete the research as homework.

STEP 4—Brainstorming Solutions

GOAL: To brainstorm creative solutions to the problem.

OBJECTIVES:

- Apply the brainstorming process for generating solutions.
- Generate many ideas, simple or complex.

TIME: Approximately 30 minutes to one hour.

PROCESS: Provide problem-solving groups with approximately 20 minutes to discuss possible solutions. Remind students that the goal of brainstorming is to generate as many ideas as possible. Emphasize the importance of withholding judgment while deliberating. For now, they can let their creativity soar; wild and crazy ideas are acceptable. One of those ideas, after a little revision, just might be the solution they are looking for. Remind students not to overlook simple ideas; solutions can range from simple to complex, and sometimes the simplest solutions are the best! Encourage students to combine solutions or add onto the ideas of others.

As students come up with ideas, have them say their plans aloud while at the same time writing them down on scrap paper. Place all pieces of paper in the center of the group, to use in Step 5. Students may also want to record their ideas in their Summit Journals. Allow additional time if groups are still brainstorming after 20 minutes.

STEP 5—Evaluating Solutions

GOAL: To decide which solutions might be the best for solving the stated problem.

OBJECTIVE:

- Decide on the top two ideas.
- Evaluate possible positive and negative outcomes.
- Evaluate possible long- and short-term consequences.
- Evaluate solutions and make a final determination regarding the "best" solution.

TIME: 1 - 1.5 hours.

PROCESS: Provide small groups with about 10 minutes to decide on the top two solutions. These solutions should be listed in order on the Evaluation Grid located in their Summit Journal and shown below.

Youth Summit Solution Evaluation Process

SOLUTIONS: Rank in order your top 2 solutions and list	**POSITIVE OUTCOMES +** List 3 positive outcomes for each solution	**NEGATIVE OUTCOMES -** List 3 negative outcomes for each solution	**POSSIBLE SHORT- & LONG-TERM CONSEQUENCES:** List the consequences that might result from the implementation of your solutions in a 1-, 5-, 10-, and 20-year time frame. Put a + or - by each consequence to signify whether it is positive or negative.			
SOLUTION #1:			**1 YEAR**	**5 YEARS**	**10 YEARS**	**20 YEARS**
SOLUTION #2:						

GROUP TOPIC:

GROUP MEMBERS:

SPECIFIC GROUP CHALLENGE:

Once the top solutions have been selected, students begin the evaluation process. For each solution listed, students will go through the following three steps:

- POSITIVE OUTCOMES — Students list four or five of the possible positive outcomes. Positive outcomes should be considered from various points of view.
- NEGATIVE OUTCOMES — Students list four or five of the possible negative outcomes. This can be looked at from the different points of view examined in step one if applicable.
- POSSIBLE SHORT & LONG TERM CONSEQUENCES— In this step, students forecast the possible consequences that might result from the implementation of their solutions over a 1-, 5-, 10-, and 20-year time frame. For each consequence, students should put a + or - to signify a positive or negative consequence.

Once students have completed the evaluation process, have problem-solving groups decide which is the best solution in light of the positive and negative outcomes, including the possible short- and long-term consequences.

Suggest that small groups discuss their final solution. Encourage them to ask if the solution clearly reflects the thinking of the entire group. Changes might also now become apparent. Students may need to modify their solutions based upon the possible outcomes and consequences. Have students answer the questions on Modifying Your Solution in their Summit Journals.

STEP 6—Carrying Out Solutions

GOAL: To develop an action plan for carrying out the solution.

OBJECTIVES:

- Brainstorm different ways to carry out the solution.
- Create a step-by-step plan for carrying out the solution.
- Brainstorm ways to inform others about this problem and suggested solutions.

TIME: 1 - 1.5 hours.

PROCESS: Thomas Edison once said that creative work is ". . . one percent inspiration and ninety-nine percent perspiration." Remind students that this is the most important part of their work. Here, their creativity will be taxed as they discover ways to carry out their solutions. While this step demands much work, it is also the most gratifying part of the process since students become empowered to take action.

Remind students that a good part of their efforts will include informing people about the problem and their proposed solutions. This can be done through a variety of ways including songs, artwork, poems, stories, plays, newspaper articles, petitions, letter writing, and editorials.

This is also the time when students generate various ways to apply their theories. These might include a letter-writing campaign, adopting a concern, or developing an organization that informs other youth about this problem and what they can do.

Fund raising is another possible project. The funds can even be used to support students' projects and concerns. It's an excellent way to inform others as well as a practical way for students to see their work in action. You might want to spend time brainstorming possible fund raising options as a whole group. Suggestions include: raffles, selling students' art work, information booths at local and community events, car washes, and/or bake sales.

At past Summits, students have generated a wide variety of projects. These include: making a game about the effects of plastics on the environment, writing a book about the issues surrounding tropical deforestation with solutions from students around the world, creating a worldwide network of youth interested in working together to save the tropical rainforests, writing letters to congressmen, setting up a booth at a local carnival to inform individuals about the ocean crisis, creating a public service announcement, and making short films to inform people about wildlife's struggle to survive.

Once small groups have their ideas, allow 20 to 30 minutes for developing their Group/Individual Action Plans. These are included in the Summit Journals and should be completed by each student. These action plans require students to list each of the steps they need to take in order to carry out their solutions, as well as to identify the person responsible for each part of the action plan. Students will also create a timeline to indicate when they anticipate the completion of each step. Finally, students are able to reflect on what the end results of their efforts might be. This is cause for celebration!

Examples of the forms that the students will complete for Step 6 follow on the next two pages:

Action Planning

You will now need to organize how to carry out your group's solution. Each of you will have individual tasks to complete. On the form below, write down your group action plan.

Youth Summit Group Action Plan Form

Group Topic: ______________________________

Group Members: (Please list first and last names.)

Describe the specific problem your group decided to solve:

List your best solution:

List the specific steps your group will take to carry out the solution, beginning with what you will do **first, second, third,** and so on. Also list the name of the group member who will be responsible for doing each step:

Create a timeline stating dates of completion for the steps listed above:

Describe the end result of your efforts. What exactly will you have accomplished?

Individual Commitment

On the following form, state the responsibilities you took on as part of your personal contribution toward solving a global problem.

Youth Summit Statement of Individual Commitment to Work on an Area of Global Concern

Name: ______________________________

Area of Global Concern:

List the commitments you made to your group at the Summit:

Please describe below any additional commitments you would like to make and pursue independently:

Signature: ______________________ Date: ______

Thank you for your efforts to make the world a better place!

STEP 7—Presenting Solutions

GOAL: To develop presentations that inform others about the issue and the plan of action.

OBJECTIVES:

- Suggest various ways to present information and solutions.
- Teach at least 10 facts to the audience.
- Actively engage the audience in learning about the issue and in taking action.

TIME: 1 - 3 hours.

PROCESS: Allow time for students to present information about the problem and their solutions to the class. Students might use some of the products from the Scavenger Hunt or Independent Research to teach others about the problem. Encourage the use of charts, diagrams and illustrations. Poetry, songs, raps, or skits can also be a great way to inform others. Emphasize the need to develop dynamic and interesting presentations that encourage audience participation.

To help the students prepare a presentation, the following three steps are included in their Summit Journals:

Step 1: Determine how you will inform the audience about your group's specific problem. What will you say or do to begin your presentation and how will you explain the issue you have addressed?

Step 2: Outline below how you plan to describe your solution and action plan to the audience. Select at least two of the strategies listed below to include in your presentation.

Presentation Stategies:

- charts, graphs, tables
- posters
- illustrations, photographs
- cartoons
- poems, songs, raps
- skits, plays, simulations
- data sheets
- booklets, pamphlets, handouts
- overhead transparencies
- slides, video, music
- audience participation

Outline of your solution and action plan:

Step 3: If appropriate, how can your group engage the support of the audience in implementing your solution? List ways that your group could involve community members, business and industry, local schools, parents, and organizations that might give support. Prepare to share this as part of your presentation.

After the students have prepared their presentations, they may want to go "on the road" with them. Exhibits can be set up in the school or public library so other students can see them. Talk to your principal about holding a school-wide assembly. There may be other students who want to get involved in the activities. A Parent Night or Community Night could be set up to inform others, not only about the issues, but also about what students have been doing to resolve them.

In Conclusion:

The actual implementation of solutions may be a year long, or longer, process for some of your students. You may find that your class will be involved throughout the school year. You may wonder how you could possibly take any more classroom time for this issue. However, many of the activities can be integrated with other areas. For example, writing will undoubtedly be an activity that all groups will participate in. Public speaking can also be incorporated into the solution-finding process. Students may get involved with state lawmakers and learn about the legislative process or they may conduct scientific research through local zoos, water protection agencies, or universities. Posters and art work might be developed as a visual means of communicating information. Likewise, students may want to write a song, perform a play or choreograph a dance relating to their topic. They may also wish to survey pertinent people or obtain feedback on their proposed solutions.

The possibilities for integrating this material into all content areas are limitless. But more importantly, we have found that through this "real life" content and the process of problem-solving and actually implementing solutions, students become highly motivated toward learning in general. In addition, students are more creative and willing to take risks. Even the unmotivated learner begins to shine as he/she is able to independently take responsibility for learning. Parents report that their children have begun reading newspapers and watching educational television. Students become more involved in school, in the community, and in the world. And most importantly, they recognize their place as caretakers of one another and of the planet.

It is imperative that the next generation have the skill and ability to effectively deal with the global challenges that will face them. The purpose of this series is to instill in students an awareness of the importance of taking action that will have a long-term, beneficial effect on the entire planet. As problems become more and more common, it is hoped that the next generation will have the sensitivity, the skills, and the desire to solve them. Our future, and our children's future, truly depend on what happens today.

Our Only Earth
SUMMIT JOURNAL

War: The Global Battlefield

Introduction

A creative problem-solving process will be used to structure your efforts towards finding and then implementing solutions to your global challenge. This process provides a way to capture your dreams and hopes by putting them in a practical form that enables you to make positive contributions to your community and the world community, today and in the future.

STEP 1—Problem Exploration

Reflect for a moment on the many things you have learned about your global issue. Also reflect on how that information made you feel. Did you feel frightened or overwhelmed from the scope of the problem? Do you have concern for the well-being of others? In the space provided below, write down your feelings and thoughts about this issue. Include images, ideas, fears, or anything else associated with the problem.

In small groups, discuss your feelings and thoughts surrounding this issue. Note how your feelings are similar to, or different from, other members' in the group. Be prepared to summarize your group discussion for the benefit of the whole class. Choose a spokesperson.

Record the key ideas of your group on the back of this page or on a new sheet of paper. During the discussion, add any new bits of information to your list.

STEP 2—Sharing Research

Each group member will be asked to describe to the others his/her independent research project. Use the Data Retrieval Chart (see sample below) to categorize the information you have learned as a result of the presentations. Each member's name should be listed in the Name column, and then for each person the **who, what, when, where** and **why** facts from their work. Also keep records of any new questions that come up. Discuss ways to find the answers and assign responsibilities. Choose a new spokesperson to present your Data Retrieval Chart to the entire class.

DATA RETRIEVAL CHART

Name	Who	What	When	Where	Why

STEP 3—Brainstorming Problems

Step 3 has two aspects: the first is to identify the many problems associated with your issue and the second is to define the specific problem which your group decides to address. By identifying the problems surrounding the issue, the proper definition can be determined, which influences the quality and appropriateness of your solutions.

In your group, brainstorm the problems related to your global issue. List your ideas below.

Now go back and review your list. What problems go together? Cross out any problems that are repeated. Add new ones that may come up as you review the list. As a group, decide which problem to solve.

BRAINSTORMING PROBLEMS (con't)

Problem Definition

One of the ways to clarify a problem is to phrase it as a question. Restating your problem as a question will make it clear and definite. This will also direct you to possible solutions. For example, if your issue is the disposal of waste products in your city, several questions could be formulated, such as:

- How can we educate our community about its waste disposal problem?
- In what ways could we reduce the amount of waste our community generates?
- How can we limit the amount of disposable products used in our community?
- What kind of recycling program could we create locally?

There could be many other questions as well. As you can see by restating your problem as a question, the focus becomes more clear and you may be better prepared to seek answers. These answers will later suggest solutions which will lead you to a specific group project. For now, however, the task is to take your issue and turn it into a question. On the space provided below, write your group's issue:

____

Working individually, take a couple of minutes to come up with two or three possible questions. You will want to include a strong action-oriented word in each of your questions such as any of the following: -

educate
limit
decrease

reduce
inform
involve

enhance
promote
publicize

Write two or three questions that restate your issue on the following lines. Choose one of the action words above, or better yet, generate some of your own for each question you create. Circle the strong action word in each question:

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

Next, share the questions with your group. Choose one which is most fitting and write it below:

Problem Question: ______________________________

____

Before beginning STEP 4 — Brainstorming Solutions, review the information you have gathered. Determine what new information you might need in order to solve this particular problem.

STEP 4—Brainstorming Solutions

List the solutions generated by your group discussion in the space below:

STEP 5—Evaluating Solutions

In this step, you decide which solutions might be most appropriate for solving the problem. To evaluate your solutions use the EVALUATION PROCESS FORM located on the next page. Decide on the top two solutions. Once you have used the EVALUATION GRID to determine your best solutions, discuss your results with the group to make sure that everyone agrees that this is the best solution.

Youth Summit Solution Evaluation Process

SOLUTIONS: Rank in order your top 2 solutions and list	**POSITIVE OUTCOMES +** List 3 positive outcomes for each solution	**NEGATIVE OUTCOMES -** List 3 negative outcomes for each solution	**POSSIBLE SHORT- & LONG-TERM CONSEQUENCES:** List the consequences that might result from the implementation of your solutions in a 1-, 5-, 10-, and 20-year time frame. Put a + or - by each consequence to signify whether it is positive or negative.			
SOLUTION #1:			**1 YEAR**	**5 YEARS**	**10 YEARS**	**20 YEARS**
SOLUTION #2:						

GROUP TOPIC:

GROUP MEMBERS:

SPECIFIC GROUP CHALLENGE:

Modifying Solutions

Once your group has determined the best solution to your issue, some modifications may be necessary. You may need to adjust your solution so that potential negative outcomes can be limited. To decide if you need to adjust your solution, answer the following questions:

1. What were some negative outcomes that could result from implementing your solution?

2. How could you avoid these negative possibilities?

3. Were there any possible negative short or long term consequences? If so, list these below.

4. Based upon the information to the above questions, how could you adjust your solution to minimize potential negative outcomes or consequences?

5. Write out your modified solution in the space provided below:

Congratulations! You should now have a well thought out solution to your group's selected problem.

STEP 6—Action Planning

You will now need to organize how to carry out your group's solution. Each of you will have individual tasks to complete. On the form below, write down your group action plan.

Youth Summit Group Action Plan Form

Group Topic:____

Group Members: (Please list first and last names.)

Describe the specific problem your group decided to solve:

List your best solution:

List the specific steps your group will take to carry out the solution, beginning with what you will do **first, second, third,** and so on. Also list the name of the group member who will be responsible for doing each step:

Create a timeline stating dates of completion for the steps listed above:

Describe the end result of your efforts. What exactly will you have accomplished?

Individual Commitment

On the following form, state the responsibilities you took on as part of your personal contribution toward solving a global problem.

Youth Summit Statement of Individual Commitment to Work on an Area of Global Concern

Name: ____________________

Area of Global Concern:

List the commitments you made to your group at the Summit:

Please describe below any additional commitments you would like to make and pursue independently:

Signature: ____________________ Date: ______

Thank you for your efforts to make the world a better place!

STEP 7—Presenting Group Solutions

Now that your group has determined a solution and an action plan, the next step in the Youth Summit process is to develop a presentation to inform others of your efforts. Your group should create a 5- to 15-minute presentation. To help organize your ideas, follow the steps below:

Step 1: Determine how you will inform the audience about your group's specific problem. What will you say or do to begin your presentation and how will you explain the issue?

Step 2: Outline below how you plan to describe your solution and action plan to the audience. Select at least two of the strategies listed below to include in your presentation.

Presentation Strategies:

- charts, graphs, tables
- posters
- illustrations, photographs
- cartoons
- poems, songs, raps
- skits, plays, simulations
- data sheets
- booklets, pamphlets, handouts
- overhead transparencies
- slides, video, music
- audience participation

Outline of your solution and the action plan portion of your presentation:

Step 3: If appropriate, how can your group engage the support of the audience in implementing your solution? List ways that your group could involve community members, business and industry, local schools, parents, and organizations who might give support. Prepare to share this as part of your presentation.

Summit Notes

Use this space to record information presented by the other groups. Be ready to write down what you can do to help solve the various problems presented.

Glossary

adhere: to follow or support, such as "adhere to a plan."

apartheid: a policy of racial separation imposed in South Africa that gives whites authority, power and wealth.

biological weapons: harmful micro-organisms that are used as weapons against people, animals, crops or the opponent's army.

capitalism: an economic system where individuals or corporations can freely make and distribute goods.

chemical weapons: harmful chemicals that affect one's nerves, breathing, skin, eyes, nose or throat or may even cause death. Chemical weapons can also be used to destroy plants, trees, crops and animals. Chemical weapons may appear in the form of gases, liquids, sprays and powders.

civilian: a person involved in ordinary community life and not a member of the military.

civil war: a war between factions or regions of one country.

detonate: to cause to explode.

escalate: to increase, enlarge or intensify.

gross national product (GNP): the total market value of all the goods and services produced by a nation within a specified time period.

ideology: a pattern of beliefs or assumptions that make up a thought system about the social needs of an individual, group or class. Some ideologies refer to religious matters such as Protestantism or Catholicism, and others refer to political and economic systems such as communism and democracy. Some of the greatest controversies in the world have emerged from conflicting ideologies held by different nations, social classes and religious groups.

limited war: when warring nations limit the kinds of weapons they use or the areas involved in conflict.

megaton: a unit of explosive force equal to one million tons of TNT.

nonintervention: refusal to interfere in the affairs of another especially in international matters.

proxy war: local wars that are fought on behalf of the superpowers who supply the opposing sides with arms.

superpowers: powerful and influential nations that usually have nuclear arms and dominate their allies in an international power bloc; this term often refers to the United States and the Soviet Union.

Third World: the underdeveloped or developing nations of Africa, Asia, South and Central America.

total war: when a nation uses all of its people, resources, and weapons in a dispute.

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Global Education Associates
475 Riverside Drive, Suite 456
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The Bridge - an international newspaper written by young people; accepts contributions of stories, poems, pictures and art.
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Newsletter of creative art activities, kids' contributions.
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Little Friends for Peace
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Quarterly newsletter supporting Peace in Education.
Peace Letter
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231 E. La Jolla
Tempe, AZ 85282

An 8-page annotated bibliography of books which offer peaceful ways to resolve conflict.
A Wish List for Peace
Frances Weinstein
Hammond Public Library
564 State Street
Hammond, IN 46320

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About the Authors:

Linda MacRae-Campbell has a long and impressive track record in the field of education. For fifteen years, Linda taught grades K-12, and during that time was a three-time winner of the Teacher of the Year Award.

Her experience in education ranges from classroom teaching to such accomplishments as directing gifted, special ed., and arts programs for children; consulting for a variety of educational institutions; training teachers world wide and directing an international educational network in Seattle called New Horizons for Learning.

Linda is a nationally recognized expert in innovative educational research; she has given over one hundred presentations in the last three years.

Presently, she spends time, in addition to persuing a doctorate in education, as coordinator of a new model of teacher certification for Antioch University in Seattle, Washington.

* * *

Micki McKisson has an extensive background in education. She has been a classroom teacher, and an educational consultant for many years, a workshop facilitator and adjunct professor for Seattle Pacific University.

Micki has experience in coordinating and teaching a variety of educational programs involving U.S. and Brazilian students in Rio de Janeiro; working with youth at risk during five years of summer programs; and, for six years, teaching in the Gifted Education Program in Issaquah school district.

Currently, Micki works with Greenpeace International as North American Project Coordinator for the East/West Educational Project. She is also responsible for field-testing the Greenpeace curriculum in North America, Europe, and the Soviet Union.

Micki has a BA in Psychology and an MA in Systems Design—Education. Her previous book is titled *Chrysalis: Nurturing Creative and Independent Thought in Children.*

* * *

Together, Linda and Micki have developed and conducted the world's first Youth Summit in Moscow, where 200 Soviet and American youths worked together writing the Youth Declaration for the Future. They have also collaborated on teacher education programs for educators in Guatemala.

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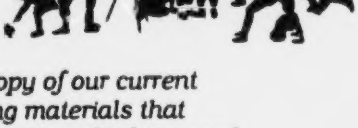

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